

COMMUNITY HEALTH

SECTION H: LINKAGES/TRANSITIONS

This section of the Guide has been designed to provide an overview of linkages and transitions of CTS modules with a number of organizations. The charts and information presented in this section will assist CTS students and teachers in understanding the potential application of CTS modules as students move into the workplace.

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LINKAGES/TRANSITIONS

LINKAGES

With Other CTS Strands

Community Health complements modules from a number of other stands, e.g., Agriculture, Cosmetology, Energy and Mines, Fashion Studies, Financial Management, Foods, Forestry, Legal Studies and Wildlife.

Specific examples of these linkages are as follows:

Strand	Module	Linkage
Foods	Nutrition & The Athlete	Can be offered in conjunction with a Sports Medicine program.
	Food Basics	Knowledge and skills can be applied when preparing food for children or seniors.
	Nutrition & Digestion	Can be offered in conjunction with Digestion/ Elimination.
Financial Management	Financial Information	To apply financial management to daily living skills. See sample contextualized module in this section.
Career Transitions	Project modules	Provide opportunity and direction for students involved in projects beyond the expectations of a given Community Health module.

Strand	Module	Linkage
	Practicum modules	Provides opportunity for students to spend time developing the skills required for certification.
Fashion Studies	Sewing for Others	Can be offered for designing and constructing clothing for children, seniors or challenged individuals.
Enterprise and Innovation	Planning a Venture	A comprehensive school health project.
Legal Studies	Family Law	Used in conjunction with dating, marriage and family issues.
Agriculture Energy & Mines Forestry Wildlife	First Aid/CPR	To ensure students have the knowledge and skills to handle emergency situations in these areas.
Agriculture	Animal Husbandry/ Welfare	See sample contextualized Pet First Aid module in this section

A sample junior high integrated course is provided in chart form in this section. Other more general linkages apply to Communication Technology, Design Studies, Information Processing, and Management and Marketing. Charts outlining these linkages are provided in this section (see “Community Health: Connections with Other CTS Strands”).

Project modules from the Career Transition strand may be combined with modules from the Community Health strand to provide increased opportunity for students to develop expertise and refine their competencies.

For example:

- practical activities in a community care facility
- acting as a trainer for school or community sports teams
- special-interest projects, e.g., women’s health issues, infectious disease and control, dentistry, ophthalmology
- volunteering for community activities to assist seniors or children.

Practicum modules available in Career Transitions provide the time for students to develop the competencies necessary for credentialling from an outside agency.

For example, Level I Certification for Day Care Workers requires that the student accesses two practicum modules to provide the necessary “hands-on” experiences in a day care setting.

With Other Secondary Programs

For learning to be authentic, it is important to integrate the core and complementary areas. Awareness of content of different curricula promotes relevance and reinforces core and complementary concepts.

Examples of linkages between core programs include:

Subject	Linkage
Language Arts	Technical report writing, task analysis, event scheduling and oral and multimedia presentations
Mathematics	Measurement, calculation of linear area and volume measurements, use of fractions, ratios, geometry and trigonometry
Social Studies	Economics, impact of technology on society, resource development and industrial relationships
Science	See chart in this section

The Community Health stand has many links with the junior and senior high science, health, Foods, Fashion Studies, sports medicine and CALM programs, and provides opportunities for students to extend and apply knowledge and skills in practical ways (see “Community Health: Connections Across the Curriculum,” and Community Health: Scope and Sequence: Integrating Sports Medicine into Community Health”).

CALM and Community Health complement each other. Community Health allows students to extend concepts studies in CALM. For example, Family Dynamics, Adolescent Health Issues, Family Issues, Perspectives on Marriage, Parenting, Aging modules and career exploration MLEs give students opportunities to reinforce and apply learnings in CALM. Collaborative planning between Community Health and CALM instructors will result in relevant learning experiences for the students. Charts outlining these linkages are provided in this section (see “Community Health: Linkages with Career and Life Management”).

Community Health and secondary science programs have several common linkages. All life science courses include basic concepts, e.g., aseptic techniques, cleaning and maintaining equipment, handling chemicals, safety procedures, etc. Community Health reinforces scientific knowledge and skills by applying fundamental concepts into personal well-being, community support resources and care of special conditions. Academic high school science programs are designed to make strong connections in science, technology and society. There are many opportunities where teamwork developed at the local level will provide bridges to the Community Health program (see “Community Health: Linkages with Science”).

Integrating Foods, Fashion Studies and Community Health

Sample: Junior High CTS Course

Grade 7	Grade 8	Grade 9
Food Basics (1/2)	Food Basics (1/2)	Simple Snacks and Appetizers (1)
Caring for Children (1)	Child Development (1/2)	Family Dynamics (1/2)
Ready-Set-Sew (1/2)	Ready-Set-Sew (1/2)	Family Dynamics (1/2)

Junior High Health and Community Health Linkages

	Community Health
Theme I Self-awareness and Acceptance a) self b) feelings c) decision making	Community Health complements this theme by encouraging personal responsibility for promotion and maintaining a healthy lifestyle. Decision making is used extensively throughout the strand.
Theme II Relating to Others a) peers b) school c) family	Community Health expands and reinforces the study of family. Cooperative planning will insure meaningful learning experiences for the students.
Theme III Life Careers a) career awareness and preparation b) career planning	Career planning and preparation is integrated throughout Community Health in career-specific areas rather than long-term career planning.
Theme IV a) body systems b) nutrition c) physical fitness d) safety and emergency procedures e) personal wellness f) cleanliness g) drug use and abuse	Community Health builds on the concepts to assess the care required for special conditions of each system and learn procedures necessary in emergency situations.

Elementary Linkages

The development of concepts related to Community Health can begin as early as ECS by instilling in the student a personal responsibility to promote and maintain healthy lifestyles.

With Practical Arts Courses

Modules in the Community Health strand replace existing content in senior and junior high curriculum. A detailed correlation of the Community Health strand to these practical arts courses can be found in this section (see “Community Health: Correlations with Practical Arts”).

TRANSITIONS

To the Workplace

Intermediate and advanced modules are designed to develop knowledge, skills and attitudes that provide transitions to occupations in community health areas. Most career sectors welcome individuals who have basic skills and are prepared to learn through further training from the employer (see “Community Health: Module Relationships to Specific Related Occupations”).

Information from the National Occupational Classification (NOC) regarding occupations in related areas that can be accessed upon completion of high school is provided in this section (see “Community Health: Related Occupations”).

To Related Post-secondary Programs

Advanced level modules will assist students to make plans regarding further studies in Community Health at post-secondary levels. The Community Health modules provide desirable background and skills for entry into related programs at public and private colleges, technical institutes, universities and vocational colleges in Alberta.

An outline for post-secondary institutions in Alberta currently offering programs in family- and health-related areas is provided in this section (see “Community Health: Summary of Related Post-secondary Programs”).

CREDENTIALLING

Students may earn credentials recognized in the workplace and/or post-secondary institutions by demonstrating specified competencies within the CTS curriculum. The Community Health strand provides opportunities for students to develop competencies consistent with:

- St. John Ambulance and Canadian Red Cross
- Alberta Sports Medicine Council
- Alberta Family and Social Services

Further information regarding credentials, requirements and contacts is provided in this section (see “Credentialling Opportunities in Community Health”).

LINKAGES – Community Health: Connections with Other CTS Strands

Community Health Modules	Other CTS Strands																				
	Agriculture	Career Transitions	Communication Technology	Construction Technology	Cosmetology Studies	Design Studies	Electro-Technologies	Energy and Mines	Enterprise and Innovation	Fabrication Studies	Fashion Studies	Financial Management	Foods	Forestry	Information Processing	Legal Studies	Logistics	Management and Marketing	Mechanics	Tourism Studies	Wildlife
Theme: Socio-Cultural Perspectives																					
CMH1010: Family Dynamics																					
CMH2010: Adolescent Health Issues																					
CMH2020: Perspectives on Marriage																					
CMH2030: Community Volunteerism																					
CMH3010: Family Issues																					
CMH3020: Parenting																					
CMH3030: Aging																					
Theme: Skills for Caring																					
CMH1040: Caring for Children																					
CMH1050: Child Development																					
CMH1060: Home Care 1																					
CMH2050: Day Care 1																					
CMH2060: Home Care 2 (Personal Care Services)																					
CMH2070: Sensory Challenges																					
CMH3040: Prenatal & Postnatal Care																					
CMH3050: Day Care 2																					
CMH3060: Home Care 3 (Special Conditions)																					
CMH3070: Challenged Individuals																					
Theme: Health Sciences																					
CMH1080: Perspectives on Health																					
CMH2080: Respiratory System																					
CMH2090: Circulatory System																					
CMH2100: Musculoskeletal System																					
CMH2110: Complementary Therapies																					
CMH3080: Digestive System																					
CMH3090: Nervous/Endocrine Systems																					
CMH3100: Mental Health																					
CMH3110: Advances in Medical Technology																					
Theme: Injury Prevention																					
CTR1210: Personal Safety (Management)																					
CMH2120: First Aid/CPR																					
CMH2130: Sports First Aid 1																					
CMH3120: First Aid/CPR for Children																					
CMH3130: Sports First Aid 2																					

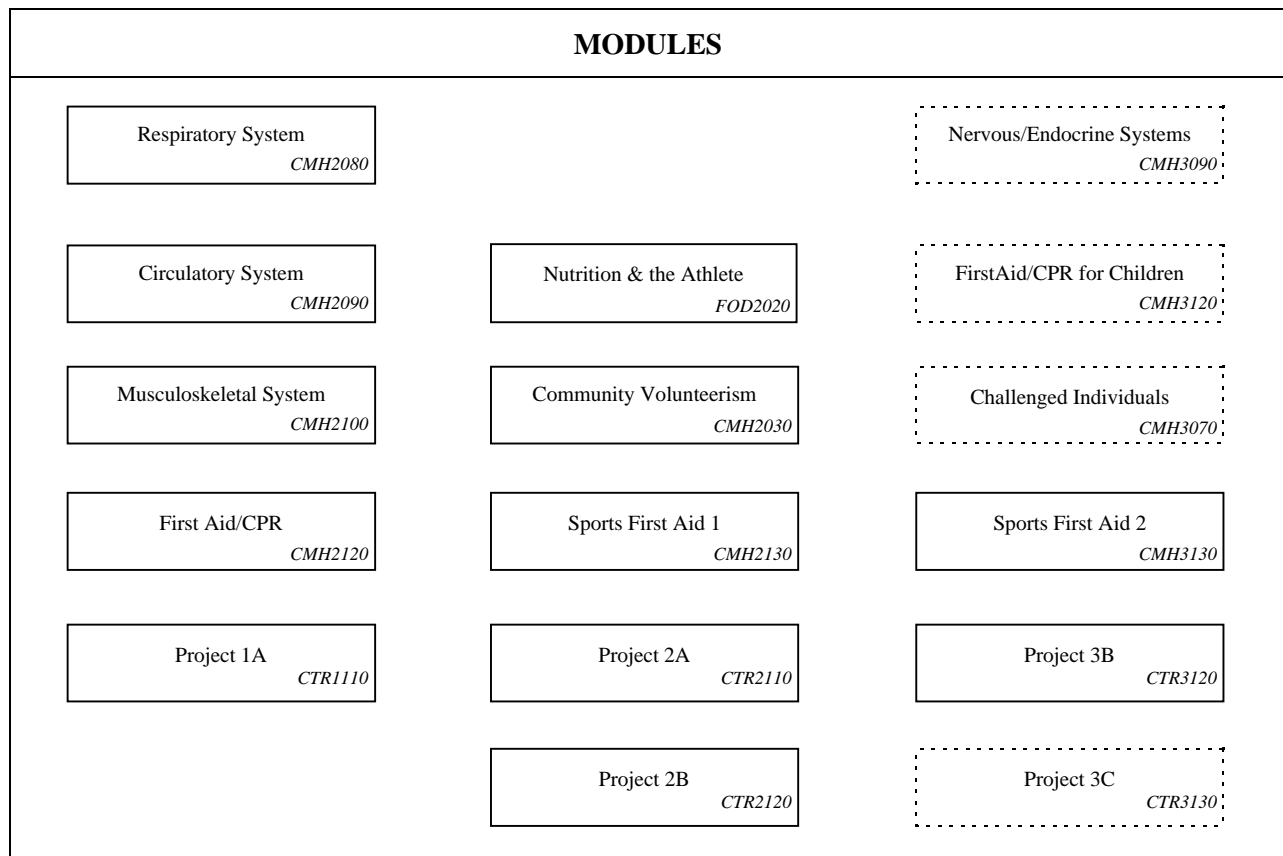
Provides many direct links with competencies in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical situations.



Provides some links with competencies developed in this strand, usually through the application of related technologies and/or processes.



LINKAGES – Community Health: Scope & Sequence: Integrating Sports Medicine into Community Health



LINKAGES – *Community Health: Sample CTS Modules*

MODULE AGR2020: ANIMAL HUSBANDRY/WELFARE

Level: Intermediate

Theme: Social and Cultural Perspectives

Prerequisite: None

Module Description: Students apply the principles of animal science and health technology in providing care for a domestic animal.

Module Parameters: Access to a domestic animal and an appropriate animal housing/fencing structure.

Off-campus learning can support the development of practical skills in animal care; consultation with a work site supervisor ensures that relevant safety considerations are addressed and that student learning meets or exceeds the learner expectations in this module.

See the *Off-campus Education Guide for Administrators, Counsellors and Teachers* (Alberta Education, 1995) for further information regarding off-campus learning.

Note: This module can be combined with other modules from the Agriculture strand and/or from the Career Transitions strand to provide opportunities for students to develop technical competencies within the Alberta Green Certificate Training Program (Alberta Agriculture, Food and Rural Development). Opportunities may also exist for the completion of practical components of this module through projects undertaken with local youth groups; e.g., 4-H Clubs. See Section H (Linkages/Transitions) of this guide for further information.

Supporting Module: CTR2210 Workplace Safety (Practices) [Career Transitions Strand]

Because of the practical nature of this module, students need a general knowledge of accepted practices and potential hazards when performing tasks related to animal care. See Planning for Instruction in Section C for further information on student safety.

LINKAGES – Community Health: Sample CTS Modules

MODULE AGR2020: ANIMAL HUSBANDRY/WELFARE (continued)

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • identify and describe indicators of health in a domestic animal and factors that contribute to a healthy animal environment • demonstrate practical skills in providing care for a domestic animal 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • completing a research project on factors that contribute to the health and well-being of a domestic animal. Research to focus attention on indicators of health in the animal species, and normal/abnormal vital signs, behaviours and environmental conditions. <p><i>Assessment Tool</i> <i>Research Process: Animal Health and Well-Being, AGR2020–1</i></p> <p><i>Standard</i> <i>Conduct research to a standard of 2 on the rating scale</i></p>	30
	<ul style="list-style-type: none"> • demonstrating practical skills within each of the following areas of animal care: <ul style="list-style-type: none"> – feeding – housing – handling and restraint – health and well-being. <p><i>Assessment Tool</i> <i>Task Checklist: Animal Husbandry and Health Care, AGR2020–2</i> <i>Lab Assessment: Animal Care, AGRLAB–ANM</i></p> <p><i>Standard</i> <i>Achieve a minimum performance rating of 2 in each area of task and lab assessment</i></p> <ul style="list-style-type: none"> • maintaining an anecdotal record of tasks performed in providing care for a domestic animal. <p><i>Assessment Tool</i> <i>Log/Record of Animal Care, AGRLOG–ANM</i></p> <p><i>Standard</i> <i>Completing all sections of the log/record for animal care tasks performed over a negotiated/contracted period of time</i></p>	50

LINKAGES – Community Health: Sample CTS Modules

MODULE AGR2020: ANIMAL HUSBANDRY/WELFARE (continued)

Concept	Specific Learner Expectations	Notes
Health Factors (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify agents and sources of stress for the animal, and their implications for health • describe characteristics of a healthful animal environment, and conditions that can place an animal's health or safety at risk; e.g.: <ul style="list-style-type: none"> – sanitation – housing – methods of restraint. 	<p>Obtain <i>Recommended Code of Practice for the Care and Handling of Farm Animals</i> (a series of booklets available from Agriculture Canada).</p> <p>Invite a local veterinarian as a resource person.</p>
Safe Handling and Care	<ul style="list-style-type: none"> • demonstrate ethical behaviours in providing care for an animal • describe contributions of technology in current animal husbandry and health care practices; e.g.: <ul style="list-style-type: none"> – nutrition – disease prevention and treatment – reproduction – kennel and cage management • explain basic food requirements in specific situations; e.g.: <ul style="list-style-type: none"> – newborn – maintenance – growth or finishing – pregnant or lactating mothers – aging • identify shelter needs, and provide/maintain desirable handling, housing and fencing structures • monitor vital signs and examine for disease, parasites and other common ailments through: <ul style="list-style-type: none"> – head-to-toe examination – regular brushing/bathing – care of feet/nails – care of mouth 	<p>Plan and provide an appropriate environment for a domestic animal.</p> <p>Conduct research. Plan a visit to the local veterinarian.</p> <p>Arrange/facilitate field trips and job shadowing for first-hand observation of safe handling and care techniques.</p> <p>Visit a feed mill.</p> <p>Consider needs with respect to animal exercise and training.</p> <p>Invite a local veterinarian and/or industry worker as a resource person.</p> <p>Possible parasites include heart worms, round worms, hood worms, tape worms, fleas, ticks, earmites, mange and ringworm.</p> <p>Identify common ailments of the digestive, urinary, cardiovascular and respiratory systems.</p>

LINKAGES – Community Health: Sample CTS Modules

MODULE AGR2020: ANIMAL HUSBANDRY/WELFARE (continued)

Concept	Specific Learner Expectations	Notes
Safe Handling and Care (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe abnormal behaviour, and practise intervention strategies for a sick animal; e.g.: <ul style="list-style-type: none"> – reduce stress – administer emergency first aid – treat/control disease and other ailments – administer medication • provide appropriate care for young and/or newly born animals • describe veterinary services that are available, and the protocol for accessing these services; e.g.: <ul style="list-style-type: none"> – when to call – how to prepare. 	<p>Recognize symptoms of rabies, seizure, diabetes, arthritis.</p> <p>Discuss intervention strategies for shock, cardiac arrest, bleeding and wounds, poisoning, eye/ear injury, bone/joint injuries, injuries from hot/cold and foreign objects.</p> <p>Research how antibiotics and vaccines work.</p> <p>Given an emergency animal situation, describe appropriate methods of dealing with the emergency.</p>
Animal Welfare	<ul style="list-style-type: none"> • distinguish between animal welfare and animal rights • explain the importance of maintaining safe domestic and market-driven environments for animals • describe different perspectives regarding an issue in animal welfare; e.g.: <ul style="list-style-type: none"> – ethical – economic – social • identify and explain the advantages and disadvantages of owning a specific animal • identify criteria to be considered when choosing an animal; e.g.: <ul style="list-style-type: none"> – type of animal – breed – gender 	<p>Gather relevant news articles.</p> <p>Organize student debates on animal welfare issues.</p> <p>Research the life and work of Dr. Temple Grandin, an animal behaviour expert.</p> <p>Identify human attitudes/skills to which animals respond in a positive manner.</p> <p>Consider factors such as:</p> <ul style="list-style-type: none"> • personal lifestyle • cost • needs of animal • function of animal • therapeutic value • life expectancy of animal. <p>Discuss reproductive choices, and the pros/cons of breeding or sterilization.</p>

LINKAGES – *Community Health: Sample CTS Modules*

MODULE AGR2020: ANIMAL HUSBANDRY/WELFARE (continued)

Concept	Specific Learner Expectations	Notes
Animal Welfare (continued)	<i>The student should:</i> <ul style="list-style-type: none">• identify and describe legislation intended to address animal welfare• identify and describe organizations in the community that address animal welfare• outline a protocol for responding to an animal welfare issue.	Complete a research paper. Contact resource persons from: <ul style="list-style-type: none">• Alberta Agriculture, Food and Rural Development• the SPCA• Alberta Foundation for Animal Care.

LINKAGES – Community Health: Sample CTS Modules

MODULE CTR3040: PRACTICUM A

MODULE CTR3050: PRACTICUM B

MODULE CTR3060: PRACTICUM C

MODULE CTR3070: PRACTICUM D

MODULE CTR3080: PRACTICUM E

Level: Advanced

Theme: Career Credentials

Prerequisite: None

Module Description: Students, on the worksite, continue to develop and refine those competencies developed in related Career and Technology Studies modules, previous practicums and other experiences.

Module Parameters: These modules should be accessed only by students continuing to work toward attaining a recognized credential offered by an agency external to the school. Practicum modules extend the competencies developed in related CTS strands. These modules may not be used in conjunction with Registered Apprenticeship Program courses. (See Section H of this Guide for list of credentialing opportunities related to the CTS strands.) Modules must be delivered off-campus and be supervised by both a qualified teacher and an experienced professional authorized to supervise trainees for the credential.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> perform assigned tasks and responsibilities efficiently and effectively as required by the credentialing agency 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> application of competencies developed in related CTS modules observations of individual performance emphasizing: <ul style="list-style-type: none"> individual effort interpersonal interactions resource management health and safety. <p><i>Assessment Tool</i> As established by the credentialing agency</p> <p><i>Standard</i> As defined by the credentialing agency</p>	80

LINKAGES – Community Health: Sample CTS Modules

MODULE CTR3040: PRACTICUM A

MODULE CTR3050: PRACTICUM B

MODULE CTR3060: PRACTICUM C

MODULE CTR3070: PRACTICUM D

MODULE CTR3080: PRACTICUM E (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> analyze personal performance in relation to established standards demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> prepare personal work plans that include: <ul style="list-style-type: none"> assessment of present competency analysis of competency levels needed to be successful in designated occupation action plan for improving competencies. <p><i>Assessment Tool</i> <i>Generic Tool: Portfolio Assessment</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p>20</p> <p>Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
Roles and Responsibilities	<p><i>The student should:</i></p> <ul style="list-style-type: none"> identify regulations and regulatory bodies related to the credential describe personal roles and responsibilities: <ul style="list-style-type: none"> key responsibilities support functions/responsibilities code of ethics describe personal work responsibilities and categorize them as <ul style="list-style-type: none"> routine tasks (daily, weekly, monthly, yearly) non-routine task (emergencies, etc.) tasks requiring personal judgement task requiring approval of supervisor 	

LINKAGES – *Community Health: Sample CTS Modules*

MODULE CTR3040: PRACTICUM A

MODULE CTR3050: PRACTICUM B

MODULE CTR3060: PRACTICUM C

MODULE CTR3070: PRACTICUM D

MODULE CTR3080: PRACTICUM E (continued)

Concept	Specific Learner Expectations	Notes
Standards of Performance	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • describe and apply competencies developed in related CTS modules • describe standards of performance in terms of: <ul style="list-style-type: none"> – quality of work – quantity of work • describe and adhere to workplace policies and procedures related to health and safety • diagram and describe work environment in terms of: <ul style="list-style-type: none"> – location – floor plan of work area – analysis of work flow patterns • define competencies needed to perform tasks efficiently and effectively in terms of: <ul style="list-style-type: none"> – knowledge – skill – attitude • describe a professional in a related occupation in terms of <ul style="list-style-type: none"> – training and certification – interpersonal skills – technical skills – professional ethics. 	

LINKAGES – Community Health: Connections Across the Curriculum

Community Health Courses	Across the Curriculum																		
	Junior High							Senior High											
	Language Arts	Social Studies	Mathematics	Science	Health & PLS	Physical Education	Fine Arts	English	Social Studies	Mathematics	Science (General)	Biology	Chemistry	Physics	C.A.L.M.	Physical Education	Fine Arts	Social Sciences	Second Language
Theme: Socio-Cultural Perspectives																			
CMH1010: Family Dynamics	■	■			■			■	■						■			■	
CMH2010: Adolescent Health Issues	■	■		■	■	■		■	■		■	■			■			■	
CMH2030: Community Volunteerism	■	■			■			■	■		■	■			■			■	
CMH3010: Family Issues								■	■						■			■	
CMH3140: Perspectives on Marriage								■	■						■			■	
CMH3020: Parenting								■	■						■			■	
CMH3030: Aging								■	■		■	■			■			■	
Theme: Skills for Caring																			
CMH1040: Caring for Children	■							■	■		■	■			■			■	
CMH1050: Child Development	■							■	■		■	■			■			■	
CMH1060: Home Care 1	■							■	■		■	■			■			■	
CMH2050: Day Care 1								■	■		■	■			■			■	
CMH2060: Home Care 2 (Personal Care Services)								■	■		■	■			■			■	
CMH2070: Sensory Challenges	■							■	■		■	■			■			■	
CMH3040: Prenatal & Postnatal Care								■	■		■	■			■			■	
CMH3050: Day Care 2								■	■		■	■			■			■	
CMH3060: Home Care 3 (Special Conditions)								■	■		■	■			■			■	
CMH3070: Challenged Individuals								■	■		■	■			■			■	
Theme: Health Sciences																			
CMH1080: Perspectives on Health					■			■	■		■	■			■			■	
CMH2080: Respiratory System								■	■		■	■			■			■	
CMH2090: Circulatory System								■	■		■	■			■			■	
CMH2100: Musculoskeletal System								■	■		■	■			■			■	
CMH2110: Complementary Therapies								■	■		■	■			■			■	
CMH3080: Digestive System								■	■		■	■			■			■	
CMH3090: Nervous/Endocrine System								■	■		■	■			■			■	
CMH3100: Mental Health								■	■		■	■			■			■	
CMH3110: Advances in Medical Technology								■	■		■	■			■			■	
Theme: Injury Prevention																			
CTR1210: Personal Safety (Management)					■	■		■	■		■	■			■			■	
CMH2120: First Aid/CPR								■	■		■	■			■			■	
CMH2130: Sports First Aid 1								■	■		■	■			■			■	
CMH3120: First Aid/CPR for Children								■	■		■	■			■			■	
CMH3130: Sports First Aid 2								■	■		■	■			■			■	

Provides many direct links with course content. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical contexts.



Provides some links with course content, usually through the application of related technologies and/or processes.



LINKAGES – Community Health and Junior High Health

	Family Dynamics	Caring for Children	Child Development	Home Care 1	Perspectives on Health	Personal Safety (Management)	Adolescent Health Issues	Community Volunteerism	Day Care 1	Home Care 2	Sensory Challenges	Respiratory System	Circulatory System	Musculoskeletal System	Complementary Therapies	First Aid/CPR	Sports First Aid 1	Family Issues	Parenting	Aging	Prenatal & Postnatal Care	Day Care 2	Home Care 3	Challenged Individuals	Digestive System	Nervous/Endocrine Systems	Mental Health	Advances in Medical Technology	First Aid/CPR for Children	Sports First Aid 2	Perspectives on Marriage	
Junior High Health	1010	1040	1050	1060	1080	CTR	2010	2030	2050	2060	2070	2080	2090	2100	2110	2120	2130	3010	3020	3030	3040	3050	3060	3070	3080	3090	3100	3110	3120	3130	3140	
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b) nutrition																																
c) physical fitness																																
d) safety & emergency proc.																																
e) personal wellness																																
f) cleanliness																																
g) drug use and abuse																																
V. Human Sexuality																																
a) puberty																																
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c) decision making																																

Provides many direct links with course content in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skills components in practical situations.



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LINKAGES – Community Health: Linkages with Career and Life Management

	1010	1040	1050	1060	1080	CTR	2010	2030	2050	2060	2070	2080	2090	2100	2110	2120	2130	3010	3020	3030	3040	3050	3060	3070	3080	3090	3100	3110	3120	3130	3140		
	Family Dynamics	Caring for Children	Child Development	Home Care 1	Perspectives on Health	Personal Safety (Management)	Adolescent Health Issues	Community Volunteerism	Day Care 1	Home Care 2	Sensory Challenges	Respiratory System	Circulatory System	Musculoskeletal System	Complementary Therapies	First Aid/CPR	Sports First Aid 1	Family Issues	Parenting	Aging	Prenatal & Postnatal Care	Day Care 2	Home Care 3	Challenged Individuals	Digestive System	Nervous/Endocrine Systems	Mental Health	Advances in Medical Technology	First Aid/CPR for Children	Sports First Aid 2	Perspectives on Marriage		
Personal and Interpersonal Challenges																																	
Well-being and Healthy Lifestyles	■				■		■					■	■	■		■	■	■							■	■	■			■		■	
Living with Relationships	■																		■	■												■	
Human Sexuality and Relationships																						■											
Career Exploration																																	
Career Planning Process	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Career Alternatives	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Preparing for the Workforce		■					■	■	■							■						■	■						■				
Financial Planning and Consumer Choices																			■	■													
Financial Decision Making																			■	■													
Consumer Awareness																			■	■													

Provides many direct links with course content in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skills components in practical situations.



Provides some links with course content in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical situations.



LINKAGES – Community Health: Linkages with Science

	1010	1040	1050	1060	1080	CTR	2010	2030	2050	2060	2070	2080	2090	2100	2110	2120	2130	3010	3020	3030	3040	3050	3060	3070	3080	3090	3100	3110	3120	3130	3140			
	Family Dynamics	Caring for Children	Child Development	Home Care 1	Perspectives on Health	Personal Safety (Management)	Adolescent Health Issues	Community Volunteerism	Day Care 1	Home Care 2	Sensory Challenges	Respiratory System	Circulatory System	Musculoskeletal System	Complementary Therapies	First Aid/CPR	Sports First Aid 1	Family Issues	Parenting	Aging	Prenatal & Postnatal Care	Day Care 2	Home Care 3	Challenged Individuals	Digestive System	Nervous/Endocrine Systems	Mental Health	Advances in Medical Technology	First Aid/CPR for Children	Sports First Aid 2	Perspectives on Marriage			
Junior High Science	■			■	■																													
Science 20				■	■																													
Science 14				■	■							■	■			■	■																	
Science 24				■																									■					
Biology 20				■	■		■					■	■				■			■						■			■	■				
Biology 30				■	■		■			■	■					■	■		■		■	■				■	■		■	■				

Provides many direct links with course content in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skills components in practical situations.



Provides some links with course content in this strand. Students will reinforce, extend and apply a substantial number of knowledge and/or skill components in practical situations.



TRANSITIONS – Community Health: Course Relationships to Specific Related Occupations

Community Health Courses	Ambulance Attend/Paramedical	Audiologist & Speech Pathology	Babysitter, Nannies & Parent Helpers	Biologist & Related Scientists	Cardiology Technician	Chiropractor	Community and Social Service Worker	Dietitian & Nutritionist	Family, Guidance, Marriage Counsellors	Physician	Nurse	Home Economist	Laboratory Technologist	Medical Receptionist	Physiotherapist	Day Care Worker	Athletic Therapist
Family Dynamics			X				X		X			X					
Caring for Children			X														
Child Development	X	X	X				X	X	X	X	X	X			X	X	
Home Care 1			X		X			X		X	X		X				
Perspectives on Health	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X
Adolescent Health Issues							X		X								
Community Volunteerism	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Day Care 1			X													X	
Home Care 2			X		X			X		X	X						
Sensory Challenges		X						X	X	X	X				X	X	
Respiratory System	X			X	X	X				X	X		X	X	X		X
Circulatory System	X			X	X	X				X	X		X	X	X		X
Musculoskeletal System	X			X	X	X				X	X		X	X	X		X
Complementary Therapies				X		X	X	X		X	X	X					X
First Aid/CPR	X				X	X				X	X				X		X
Sports First Aid 1						X				X	X					X	X
Family Issues							X		X	X	X	X					
Parenting			X				X			X							
Aging					X	X	X		X	X	X	X		X	X		X
Prenatal & Postnatal Care	X		X	X					X	X	X	X	X	X			
Day Care 2			X													X	
Home Care 3			X		X					X	X						
Challenged Individuals		X	X		X	X	X	X	X	X	X				X	X	X
Digestive System	X		X	X	X	X		X		X	X	X	X	X			X
Nervous/Endocrine Systems	X	X		X	X	X				X	X		X	X	X		X
Mental Health							X		X	X	X	X					X
Advances in Medical Technology				X	X	X		X	X	X	X		X	X	X		X
First Aid/CPR for Children	X		X		X						X				X	X	X
Sports Injuries 2						X				X	X				X		X
Perspectives on Marriage							X		X								

TRANSITIONS – *Community Health: Related Occupations*

Information for this chart was obtained from the National Occupational Classification descriptions.

Educational Requirements:

D: High School Education

B: College or Vocational Education

C: Apprenticeship

A: University

Occupation Profile	NOC#	D	C	B	A
Ambulance Attendants and Other Paramedical Occupations	3234			✓	
Applied Chemical Technologist	2211		✓	✓	
Audiologists and Speech-Language Pathologists	3141				✓
Babysitters, Nannies and Parent Helpers	6474	✓			
Biologists and Related Scientists	2121				✓
Cardiology Technician	3217			✓	
Child and Youth Care Workers	4212			✓	✓
Chiropractor	3122				✓
Community and Social Service Workers	4152			✓	✓
Dental Assistant	3411			✓	
Dental Hygienist and Dental Therapist	3222			✓	
Dental Laboratory Bench Worker	3412	✓			
Dental Technician	3223			✓	
Dentist	3113				✓
Denturist	3221			✓	
Dieticians and Nutritionists	3132				✓
Domestic Service Personnel	6471	✓			
Dry Cleaning and Laundry Occupations	6681	✓			
Dry Cleaning and Laundry Supervisors	6214	✓			
Electroencephalographic and Other Diagnostic Technologists	3218			✓	
Elemental Medical and Hospital Assistants	3413	✓			
Employment Counsellor	4213			✓	✓
Family, Guidance, Marriage and Other Related Counsellors	4153				✓
Family, Marriage and Other Related Counsellors	4153				✓
General Practitioners and Family Physicians	3112				✓
Head Nurse and Supervisors	3151				✓
Health Policy Researchers, Consultants and Program Officers	4165				✓
Home Economist	4164				✓
Inspectors in Public and Environmental Health in Occupational Health and Safety	2263			✓	✓
Janitors, Caretakers and Building Superintendents	6663	✓			
Janitors, Caretakers and Building Supervisors	6215	✓			

Community Health continued

LINKAGES – Community Health: Related Occupations (continued)

Educational Requirements:

D: High School Education
C: Apprenticeship

B: College or Vocational Education
A: University

Occupation Profile	NOC#	D	C	B	A
Light Duty Cleaners	6661	✓			
Manager in Health Care	0311				✓
Medical Laboratory Technician	3212			✓	
Medical Laboratory Technologists and Pathologists' Assistants	3211				✓
Medical Radiation Technologist	3215			✓	
Medical Secretaries	1241			✓	
Medical Sonographer	3216			✓	
Medical Transcriptionist	1244			✓	
Midwives and Practitioners of Natural Healing	3232			✓	✓
Minister of Religion	4154			✓	✓
Nurses Aides and Orderlies	3233			✓	
Occupational Therapist	3143				✓
Optician	3231		✓		
Optometrist	3121				✓
Other Aides and Assistants in Support of Health Services	3414	✓			
Other Medical Technologists and Technicians (except Dental Health)	3219			✓	
Other Professional Engineer	2148				✓
Other Professional Occupations in Health Diagnosing and Treating	3219				✓
Other Professional Occupations in Social Science	4169				✓
Other Technical Occupations in Therapy and Assessment	3235			✓	
Pharmacist	3131				✓
Physiotherapist	3142				✓
Psychology	4151				✓
Receptionists and Switchboard Operators	1414	✓			
Registered Nurse	3152				✓
Registered Nursing Assistant	3233			✓	
Respiratory Therapists and Clinical Perfusionists	3214			✓	✓
Social Worker	4152				✓
Specialist Physician	3111				✓
Visiting Homemakers, Housekeepers and Related Occupations	6471	✓			

TRANSITIONS – Community Health: Summary of Related Post-secondary Programs

	Public Colleges							Private Colleges						Tech. Inst.		Universities				Vocational Colleges					
	Grande Prairie Regional College	Grant McEwan Community College	Keyano College	Lakeland College	Lethbridge Community College	Medicine Hat College	Mount Royal College	Red Deer College	Alberta College	Augustana University College	Canadian Union College	Concordia College	King's University College, The	North American Baptist College	NAIT	SAIT	Athabasca University	University of Alberta	University of Calgary	University of Lethbridge	AVC - Calgary	AVC - Edmonton	AVC - Lac La Biche	AVC - Lesser Slave Lake	
BIOLOGICAL SCIENCES																									
Biological Sciences (including degree prgms in Biochemistry, Biology, Botany, Entomology, Genetics, Microbiology & Zoology)	1t2t	2t		1t		2t	2t	2t		B	B	B	B			B	BM PhD	BM PhD	BM						
Biological Sciences/Biomedical Engineering Technology (cert. & dip. prgms with various specializations)							1t							D											
CLERICAL																									
Medical-Clerical/Medical Transcription		C						D	VD		D				C						C				
EDUCATION																									
Early Childhood Development/Education/Administration	D	CD	C	CD	CD	CD1t 2t	CD	CD									DB	B	DBM				C1t	C	
Education (degree program with various specializations)	2t		2t	1t		2t	1t	2t		2t	B	B2t	B2t	V2t			DBM PhD	DBM PhD	BM						
Teacher Assistant		C						C																	
FOOD SCIENCES & RELATED TECHNOLOGIES																									
Dietary Technology/Dietetics						1t					2t				D	VD									
HEALTH/MEDIAL SCIENCE & TECHNOLOGIES																									
Chiropractic Medicine, Pre-		2t	1t			2t	1t	2t		2t	2t	2t					2t								
Dental Assisting/Hygiene											2t				C	C	D								
Dental laboratory/Denturist Technology															D										
Dentistry (DDS) and Pre-Dentistry	2t	1t				1t2t	1t	2t		2t	2t	2t	V2t				DDS (4yr)	2t	2t						
Emergency Medical Technician (Ambulance, Paramedic)														CD	VCD								C	C	

TRANSITIONS – Community Health: Summary of Related Post-secondary Programs (continued)

	Public Colleges							Private Colleges					Tech. Inst.		Universities				Vocational Colleges					
	Grande Prairie Regional College	Grant McEwan Community College	Keyano College	Lakeland College	Lethbridge Community College	Medicine Hat College	Mount Royal College	Red Deer College	Alberta College	Augustana University College	Canadian Union College	Concordia College	King's University College, The	North American Baptist College	NAIT	SAIT	Athabasca University	University of Alberta	University of Calgary	University of Lethbridge	AVC - Calgary	AVC - Edmonton	AVC - Lac La Biche	AVC - Lesser Slave Lake
Gerontology Studies		C			D		C										C	C						
Medical Clerical (incl. Dental Reception, Health Record Administration/Technology, Hospital Admitting/Unit Clerk & Medical Office Assistant/Transcriptionist)															CD	VC	C				C			
Medical Laboratory Science/ Technology (including combined Lab/X-ray & Cytotechnology)						1t				2t				CD	CD		B							
Medicine (MD) and Medicine, Pre	2t	1t				1t2t	1t	2t		2t	2t	2t	B2t				MD (4y) PhD	MD (3y) PhD	2t					
Nursing, Basic programs, Pre-Nursing and Post RN +	DB	D2t			D	D1t 3t	C	DB			2t	1t				2tB	BM	BM	BM					
Nursing, Licensed Practical and Refresher				V																C	C		C	
Occupational Hygiene Technology/Safety					C												C							
Ophthalmic Dispensing (Glasses & Contact Lenses)														C(2y)										
Optometry, Pre-	1t	1t				1t	1t	1t		1t	2t						2t	1t	1t					
Orthopedic Technician																					C			
Pharmacology/Pharmacy/Pre-Pharmacy & Pharmacy Technician	1t	1t		1t		1t2t	1t	C1t				1t					BM	Phd						
Physiology/Anatomy	1t							2t									BM	Phd						
Radiological & Diagnostic Imaging (including Nuclear Medicine and X-ray Technology)										2t				CD	D		M							
Rehabilitation Medicine (incl. degree prgms in Occupational/ Physical Therapy & Speech Pathology & Audiology +						D1t 2t				2t							BM							

TRANSITIONS – Community Health: Summary of Related Post-secondary Programs (continued)

	Public Colleges							Private Colleges					Tech. Inst.		Universities				Vocational Colleges					
	Grande Prairie Regional College	Grant McEwan Community College	Keyano College	Lakeland College	Lethbridge Community College	Medicine Hat College	Mount Royal College	Red Deer College	Alberta College	Augustana University College	Canadian Union College	Concordia College	King's University College, The	North American Baptist College	NAIT	SAIT	Athabasca University	University of Alberta	University of Calgary	University of Lethbridge	AVC - Calgary	AVC - Edmonton	AVC - Lac La Biche	AVC - Lesser Slave Lake
Respiratory Therapy										1t					D	D								
Sterile Processing																∇								
HOME ECONOMICS																								
Home Economics (degree program with specializations in Clothing & Textiles, Family Studies and Foods & Nutrition)	1t			1t	V	1t	1t	1t		1t	1t	1t					BM		1t					
RECREATION, PHYSICAL EDUCATION																								
Leisure, Tourism & Society/ Recreation Administration/ Leisure (degree programs with various specializations)				C		1t		2t		1t		1t					BM	B	BM					
Physical Education (degree program with various specializations)	2t	1t		1t		2t	D1t	2t		B	2t	1t					BM PhD	BM	BM					
Recreation, Leadership & Management/Leisure Services (certificate & Diploma Program with various specializations) +				CD	D	D									D							C	C	
RELIGIOUS STUDIES																								
Religious Education/Theological Studies (degree Program)							1t			B	CB	B2t	B	CD BM			BM	BM	BM					
SOCIAL AND COMMUNITY SERVICES																								
Community Services (incl. certificate and diploma programs in Addictions, Child & Youth Care, etc.) ?	2t	D	C		D	C	D	D2t									C			V		CD1t	CD	
Interpreter Training (American Sign Language) +		C																						
Rehabilitation Practitioner/Services +	D	D		D	D	C2t	CD	D														C1t		

TRANSITIONS – Community Health: Summary of Related Post-secondary Programs (continued)

	Public Colleges							Private Colleges					Tech. Inst.		Universities				Vocational Colleges				
	Grande Prairie Regional College	Grant McEwan Community College	Keyano College	Lakeland College	Lethbridge Community College	Medicine Hat College	Mount Royal College	Red Deer College	Alberta College	Augustana University College	Canadian Union College	Concordia College	King's University College, The	North American Baptist College	NAIT	SAIT	Athabasca University	University of Alberta	University of Calgary	University of Lethbridge	AVC - Calgary	AVC - Edmonton	AVC - Lac La Biche
Residential Aide		8w																			C		C (12w)
Social Work (degree program)	2t	2t	2t	2t		1t2t	D	D2t		2t	2t	2t				2t	2t	BM PhD	2t				
Volunteer Management		C			V																		
SOCIAL SCIENCE																							
Social Sciences (incl. degree programs in Anthropology, Applied Social Science....)	2t	2t	2t	2t	2t	1t2t	CD 2t	2t		B	B	B	3y 4yB			B	CBM PhD	BM PhD	BM				

CODES: B Bachelor's Degree D Diploma (2 years) w weeks
M Master's Degree V Varies m months
Ph.D. Doctoral Degree 1t One-year transfer y years
C Certificate (1 year or less) 2t Two-year transfer

*Information adapted from "It's About Time: To Start Thinking About Your Future," Advanced Education and Career Development, 1995.

Colleges will credit students with 50 hours towards their first practicum experiences if they show their Level I Orientation Certificate

+ First Aid / CPR certificate required

? Related volunteer work required

CREDENTIALLING – *Credentialling Opportunities in Community Health*

Certificate	Agency	Other Strands	Modules	Instructor Qualifications	Comments
Babysitting	The Canadian Red Cross Society, St. John Ambulance		Caring for Children (CMH1040)	none (preferably Standard First Aid Certificate)	Includes AR, treatment for burns, poisoning, wounds, bleeding and baby care techniques
Emergency Child Care Child Care First Aid	The Canadian Red Cross Society, St. John Ambulance		First Aid/CPR for Children (CMH3120)	Certified First Aid/CPR Instructor with a Child Care Instructor designation	3-year nationally recognized certificate designed for child care workers (day care, police, fire, playground supervisors): <ul style="list-style-type: none"> • includes adult, infant and child CPR • recognized by Alberta Family & Social Services •
Emergency First Aid	The Canadian Red Cross Society, St. John Ambulance	CTR	Personal Safety Management (CTR1210)	Certified First Aid/CPR Instructor	3-year nationally recognized certificate includes AR, treatment for choking, bleeding, shock and one rescuer CPR: <ul style="list-style-type: none"> • currently recognized by OH&S as First-Aider II (under revision) • St. John Ambulance: minimum 11 years of age • The Canadian Red Cross Society recommends retraining every 2 years
Standard First Aid	The Canadian Red Cross Society, St. John Ambulance		First Aid/CPR (CMH2120)	Certified First Aid/CPR Instructor	3-year nationally recognized certificate includes Emergency First Aid, plus treatment of bone and joint injuries, heat, cold emergencies, medical conditions: <ul style="list-style-type: none"> • currently recognized by OH&S as First-Aider I (under revision) • St. John Ambulance: minimum 14 years of age • The Canadian Red Cross Society recommends retraining every 2 years

CREDENTIALLING – *Credentiaing Opportunities in Community Health (continued)*

Certificate	Agency	Other Strands	Modules	Instructor Qualifications	Comments
Family Health Care	The Canadian Red Cross Society, St. John Ambulance (potential)		Home Care 1 (CMH1060)	none	Under revision
Day Care Level I Orientation Qualification Certificate	Alberta Family and Social Services		Day Care 1 and 2 (CMH2050 and 3050) plus 2 project modules	none	The minimum qualification required by Day Care Workers in Alberta: <ul style="list-style-type: none"> • recognized by Alberta Family and Social Services • must be 16 years of age • students will be credited with 50 hours towards their first practicum if they enroll in ECD courses at Alberta colleges
Athletic First-Aid	Alberta Sports Medicine Council		Sports First Aid 1 (CMH2140)	none	The emphasis is on prevention of sports injuries includes caring for sports injuries and basic taping techniques
Advanced First Aid Level II (100 hours)	St. John Ambulance	CTR	Project modules (CTR3110–3150)	Certified First Aid Instructor Advanced II	Includes oxygen administration, extended first aid and accident scene management
Oxygen Administration (10 hours)	St. John Ambulance	CTR	Project modules (CTR3110–3150)	Certified Oxygen Administration Instructor	Includes supplemental oxygen in emergencies, treatment of hypoxia and safety measures in handling oxygen
CPR Level C (12 hours)	Canadian Red Cross St. John Ambulance	CTR	Project modules	CPR Instructors	Nationally recognized certification “Basic Rescuer” includes airway management and CPR for adults, child, infants and 2-rescuer adult CPR

